

# **U.S. Army Cadet Command**

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## **Summary of Research**



**For the Research Consortium**

**21 May 2003**

**Dr. Bert Huggins**

# Early Research

- ✓ **Prior to FY94, research at Cadet Command was limited to contracted services focusing on general propensity of the market and satisfaction of cadets and cadre.**
- ✓ **Most internal research was data administration with manually collected data from DMDC and VA to identify prospects.**
- ✓ **Motivations, knowledge, attitudes and opinions of students were not measured or known beyond the information provided by private sector studies that did not, generally, meet specific requirements of Cadet Command.**
- ✓ **Despite the limited information, the costs of research exceeded \$275K annually, with much of the funding going to, or through, the Ad Agency (Young and Rubicam).**
- ✓ **In FY94, Cadet Command started taking control of research and limiting costs.**

# Research 1994-1998

- ✓ **Prospect listing was automated with a savings of \$50K per year.**
- ✓ **Analysis of motivations of Basic Camp (Leaders Training Course) cadets was researched.**
- ✓ **The Cadet Survey was placed on the web in 1996 with a net savings of \$39K per year, and a vastly improved sampling.**
- ✓ **Internally conducted surveys, complex analyses and rapid response research became the norm. These included:**
  - **Basic Camp Studies.**
  - **Logistic Analysis for Camp Location.**
  - **Command Structure Analysis.**
  - **Retention Surveys.**
  - **Fulfillment Studies.**
- ✓ **In 1998, Cadet Command conducted the first collection of student attitudes in the HBCU study that described the interaction of students, cadets and faculty.**

# Research 1998-2002

## ✓ Key issues that drove research:

- Increasing the retention rate of cadets to commission.
- Defining the markets of schools.
- Overcoming apparent inequities in branch decisions.
- Scholarship analysis.
- Issues of ethnicity (balanced representation).

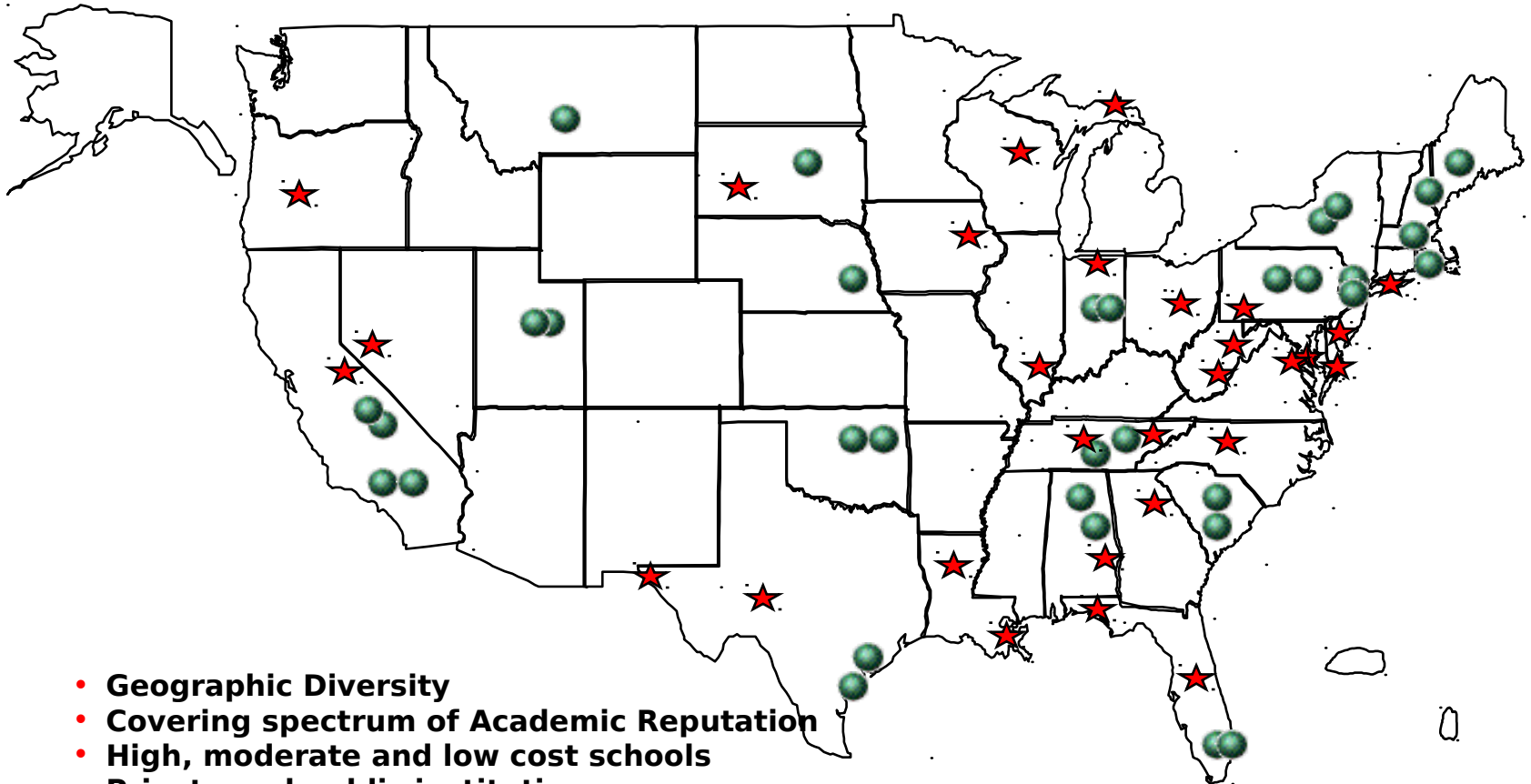
## ✓ Results of the research included:

- Congressional support for the stipend increase.
- On-Campus Market Potential Study that defined our target market and quantified it.
- Branching analysis showing differences in branches.
- Analysis supporting a change in the way we apportion scholarships and their mix.
- The Hispanic Access Initiative that expands Army ROTC reach to those locations where Hispanics and other minorities are enrolled in college.

# **The On-Campus Market Potential Study**

- ✓ **Data collection took place in April and May of 2002 and 2003 at 62 colleges and universities.**
- ✓ **Combined, the sampling was 7,604 students (no cadets of any service participated).**
- ✓ **Schools represented high and low cost, highly competitive prestigious and non-competitive schools, and completed the geographic diversity begun with the 2001 study.**
- ✓ **Goals:**
  - **Determine the basic knowledge and perception of Army ROTC,**
  - **Continue segmentation of the local markets,**
  - **Determine what characteristics could lead to participation in Army ROTC,**
  - **And how many non-participating students on campus were potential Army ROTC cadets**
- ✓ **The research resulted in full segmentation of the student body based on the disposition to be in Army ROTC and commission.**
- ✓ **The findings also lead to a better understanding of the market potential of different types of schools based on size and academic reputation.**

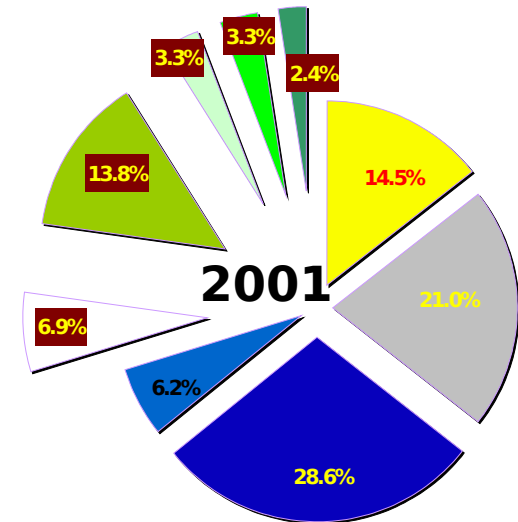
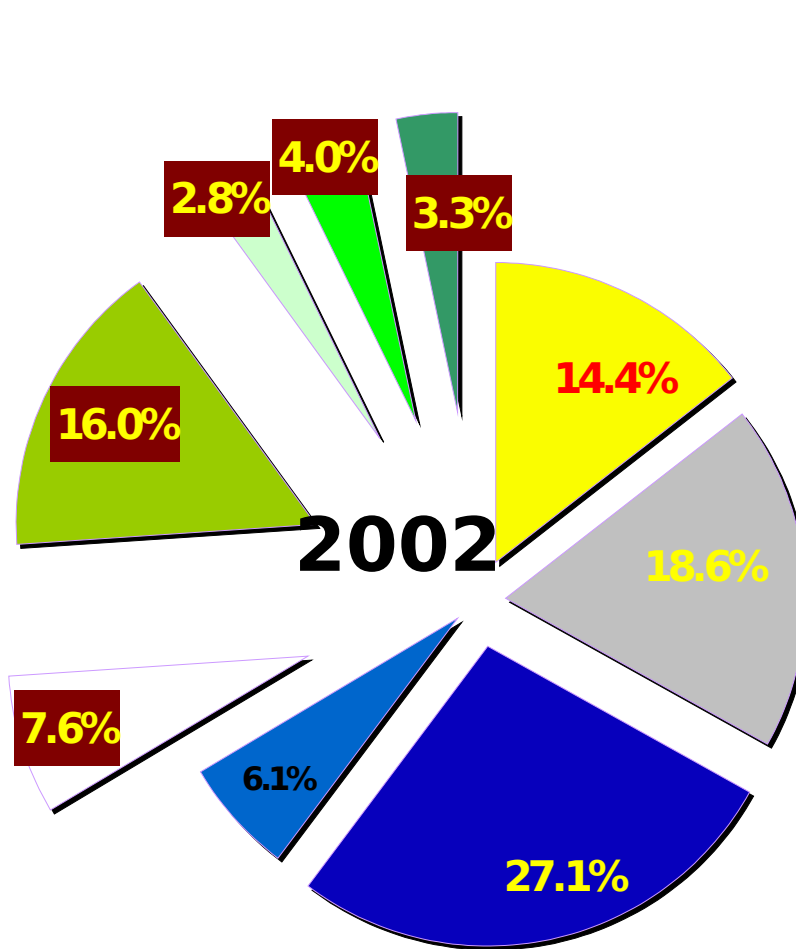
# 62 Schools Studied



- Geographic Diversity
- Covering spectrum of Academic Reputation
- High, moderate and low cost schools
- Private and public institutions
- Prestigious, competitive and non-competitive schools
- Primarily residential and primarily commuter schools
- Representation of high & low military propensity

● 2002 Schools  
★ 2001 Schools

# Confined Market



**Few students seriously considered Army ROTC.**

Some change from 2001:

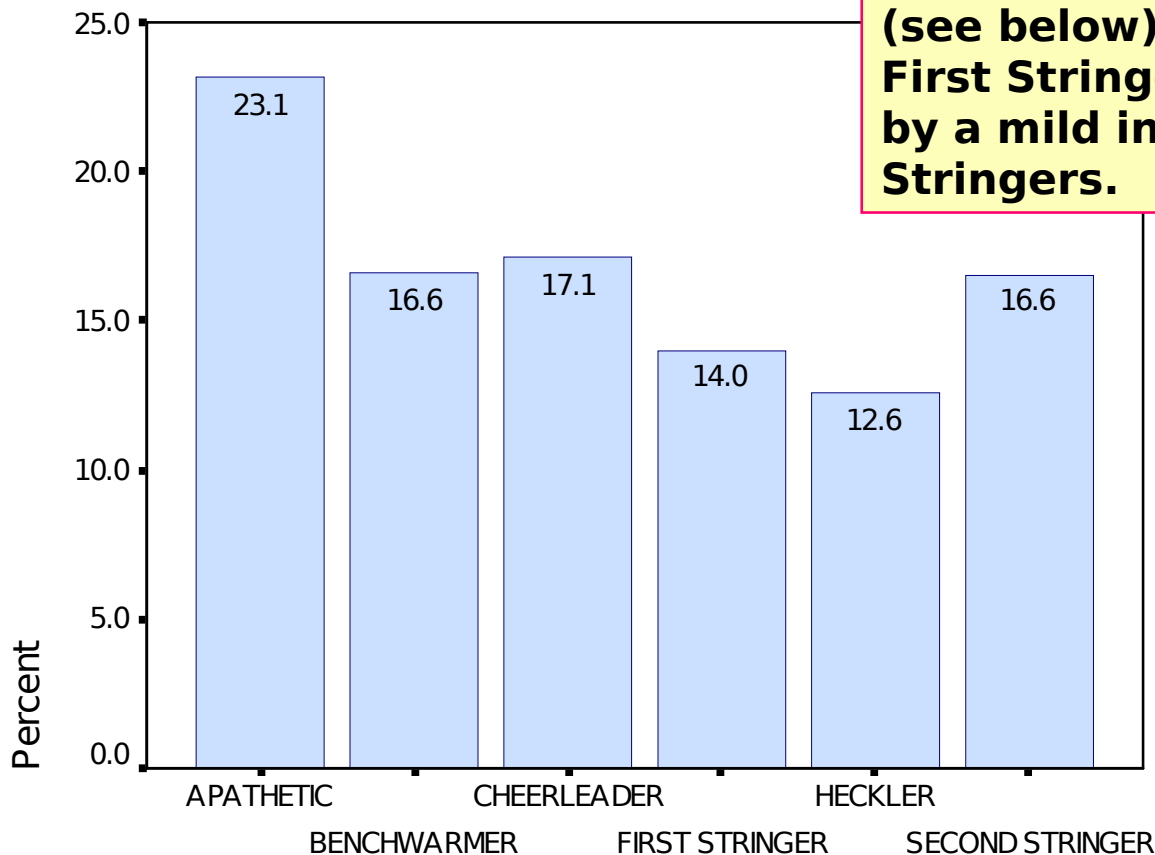
- Consideration of AROTC is up slightly.
- Don't know much but might be interested increased slightly as did those who thought briefly about participation.

# The Segments

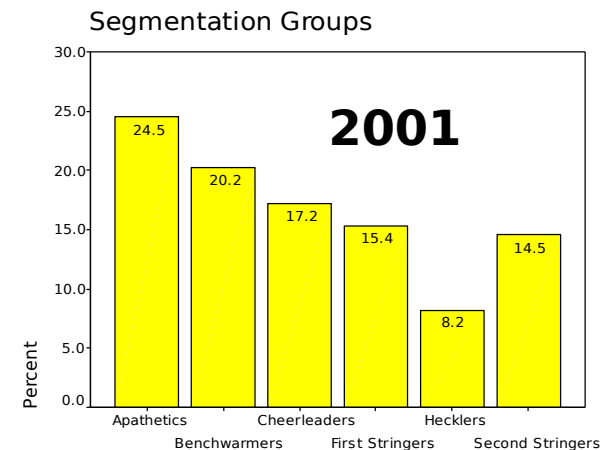
- ✓ **Segments were built off the interests and values of the respondent. It was not based on interest in Army ROTC.**
  - **First Stringers - those with the disposition that would lead to a good match with Army ROTC. They like the kind of things that Army ROTC and being an Army officer involve.**
  - **Second Stringers - those students who are somewhat drawn to Army ROTC activities, but not nearly to the degree that First Stringers are.**
  - **Benchwarmers - most concerned about the here and now and mainly attracted to scholarships.**
  - **Cheerleaders - support the Army, support ROTC but it is not for them.**
  - **Apathetics - don't know about what they will do in their future, don't know Army ROTC and don't care.**
  - **Hecklers - believe that Army ROTC is not just bad for them, but bad for anyone.**

# Market Segmentation - 2002 On-Campus Study

2002 Segmentation

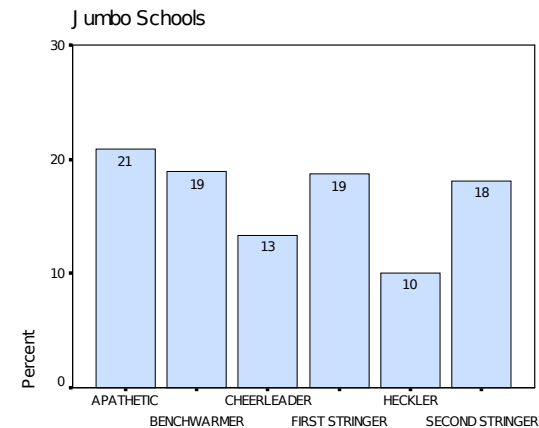
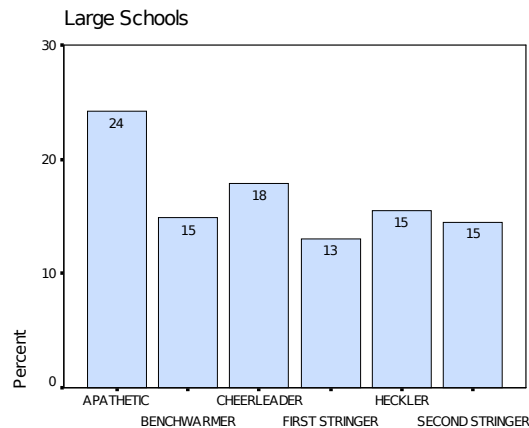
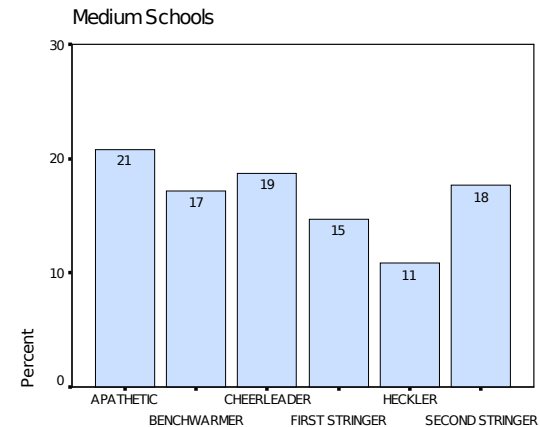
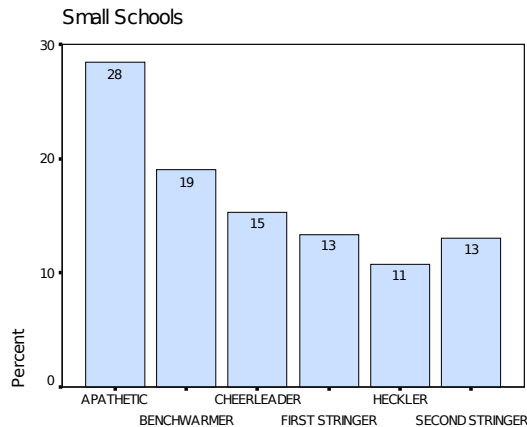


**Six segments did not vary significantly from the 2001 results (see below). A mild decrease in First Stringers was accompanied by a mild increase in Second Stringers.**



# Market Segmentation - Size of School Comparison

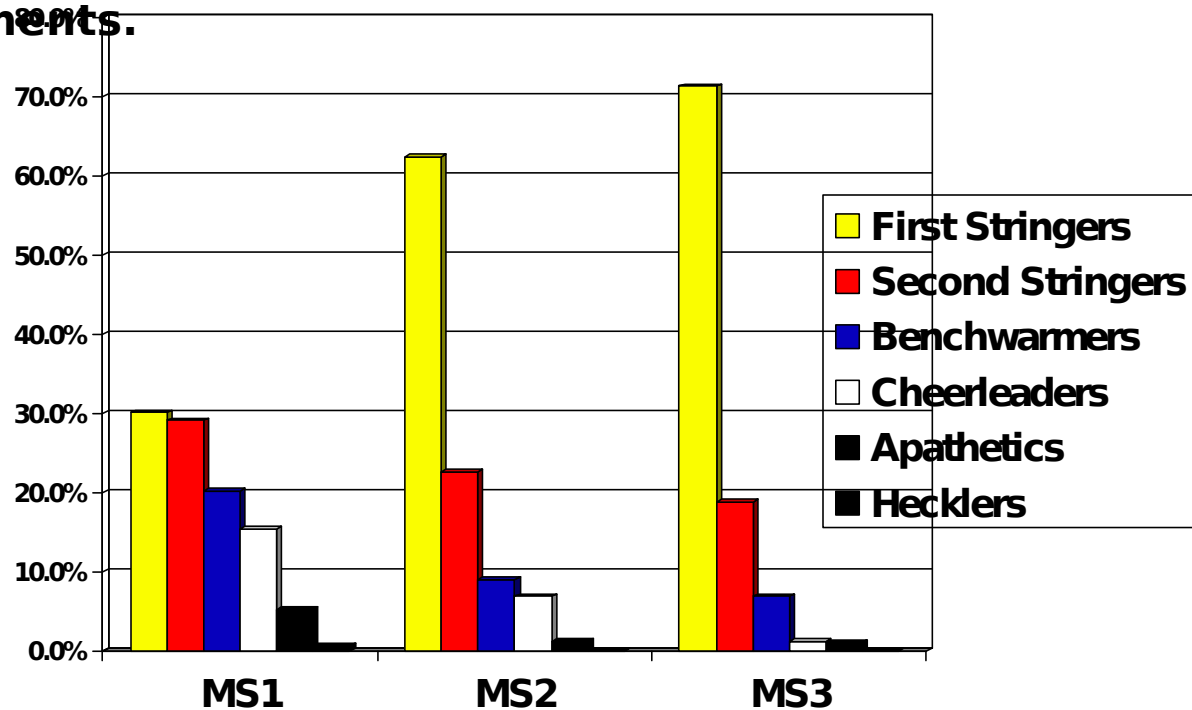
- ✓ **First Stringers were more common in the largest schools.**
- ✓ **Hecklers are slightly more common large schools, but less so at other sizes.**



# Combining Research

# Cadet Segmentation

- ✓ MS1s responses on cadet surveys fit them into the range of segments.
- ✓ By MS3, cadets who would have been considered other than First Stringers have virtually disappeared.
- ✓ Retention of First Stringers is significantly better than other segments.



# Findings:

## ✓ The Marketplace:

- **Scholar-Athlete-Leaders (SAL) are everywhere. However, mega-sized schools had the highest percent of SAL/First Stringers (AROTC prime market).**
- **First Stringers are more likely be Scholar/Athlete/Leaders. While 46% of First Stringers are SALs.**
- **First Stringers were no more likely to come from families with military background, nor did they seem to understand Army ROTC more than other students.**
- **The single best identifier for First Stringers is athleticism and physical conditioning.**
- **Parents did not discuss ROTC with prospects. Pre-campus message should develop key influencers by providing succinct information.**
- **Enlisted market existed at some, but not all schools. Enlisted market was mutually exclusive of ROTC prime market.**

# Findings:

## ✓ Mission by School Type:

- More students means more market capacity; however,
- Important variability exists by school type.
- Private schools have a higher percentage of SALs but also have more Hecklers and Benchwarmers.
- Mega schools appear to be under-missioned (and under-resourced) for the total available market.
- Some schools in the study had significantly smaller populations of target market due to low numbers of students and low numbers of First Stringers.

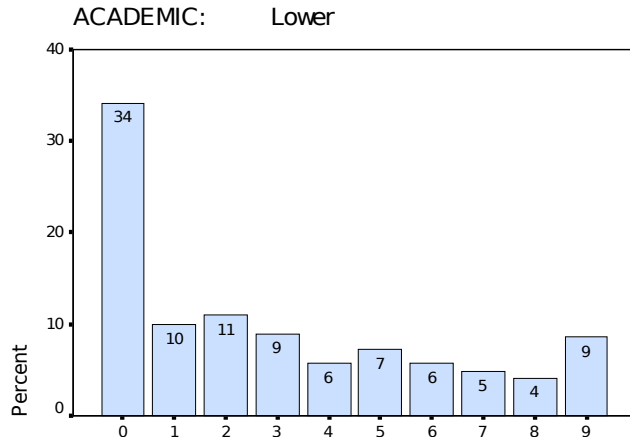
**Marketing that does not focus on being an Officer, leadership development, future success in the civilian world, and physical challenge will miss the mark entirely.**

# 2002 Market Results

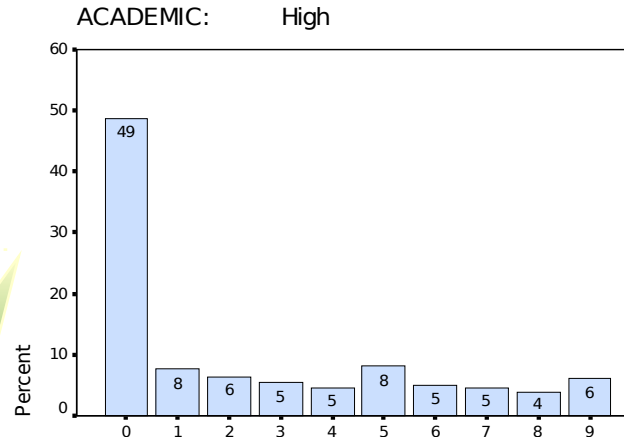
- ✓ **Students choice of music favored Hip-Hop and Alternative, but their radio listening patterns varied widely. Some campuses had considerable listening of on-campus radio and many campuses had high newspaper readership.**
- ✓ **Students learned very little about ROTC from their parents. This apparently explains the non-participation status of First Stringers.**
- ✓ **Although 15% reported requesting Army ROTC literature, it was not clear that they did so through formal methods.**
- ✓ **Few saw Army ROTC advertising, but many more said they had seen Army ROTC at events.**

# USAREC Issues

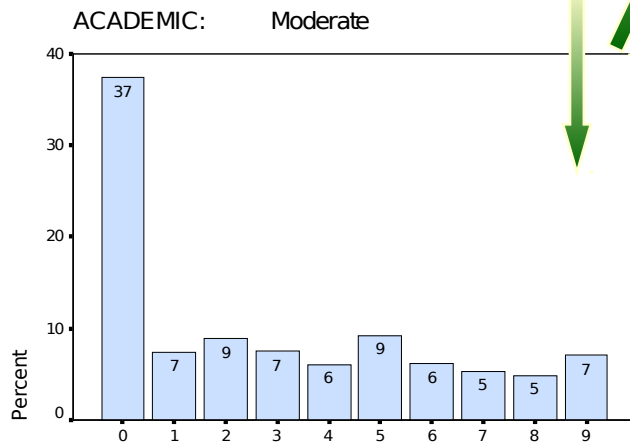
Considered Enlisting in Armed Forces



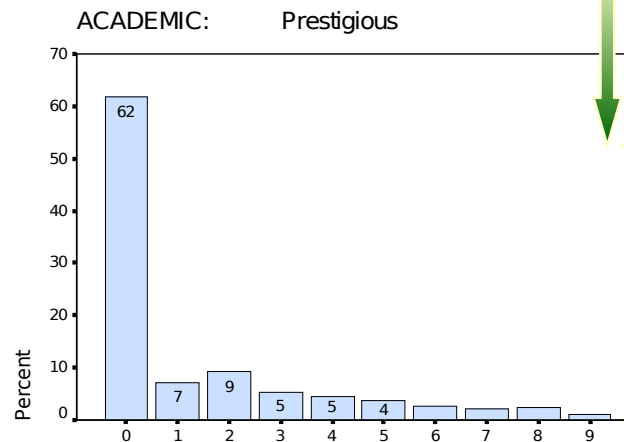
Considered Enlisting in Armed Forces



Considered Enlisting in Armed Forces



Considered Enlisting in Armed Forces



- **Students at four-year colleges were less likely to consider enlistment.**
- **The academic reputation of the school directly related to considering enlistment.**
- **The higher the reputation, the less likely the student will have considered enlistment.**

- **Academic reputation based on US News and World Report's ratings**

# USAREC Issues

**A Correlations**

		ENLIST?
JROTC	Pearson Correlation	<b>.131</b>
	Sig. (2-tailed)	<b>.000</b>
	N	<b>3999</b>

**B Correlations**

		CC
ENLIST?	Pearson Correlation	<b>.184</b>
	Sig. (2-tailed)	<b>.000</b>
	N	<b>3999</b>

**C Correlations**

		ENLIST?
HSI	Pearson Correlation	<b>.158</b>
	Sig. (2-tailed)	<b>.000</b>
	N	<b>3999</b>

**D Correlations**

		ENLIST?
HBCU	Pearson Correlation	<b>.054</b>
	Sig. (2-tailed)	<b>.001</b>
	N	<b>3999</b>

- Students who took JROTC were significantly more likely to have considered enlisting (A).
- Students at Community Colleges had considered enlistment more seriously (B).
- HSIs (C) had a higher number of students considering enlistment, but there was little relationship between consideration of enlisting and HBCUs (D).
- With First Stringers below at E,

**E Correlations**

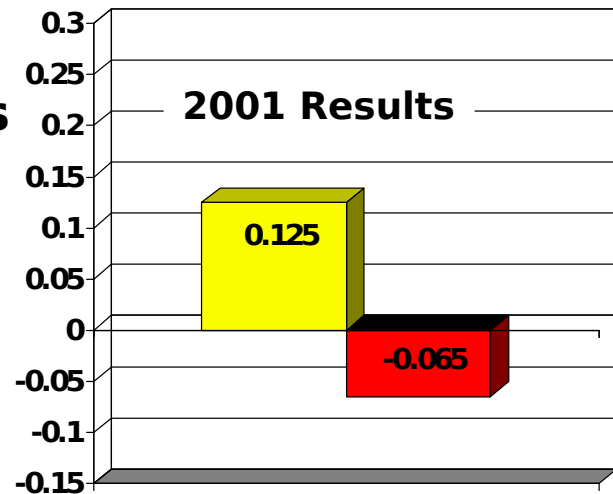
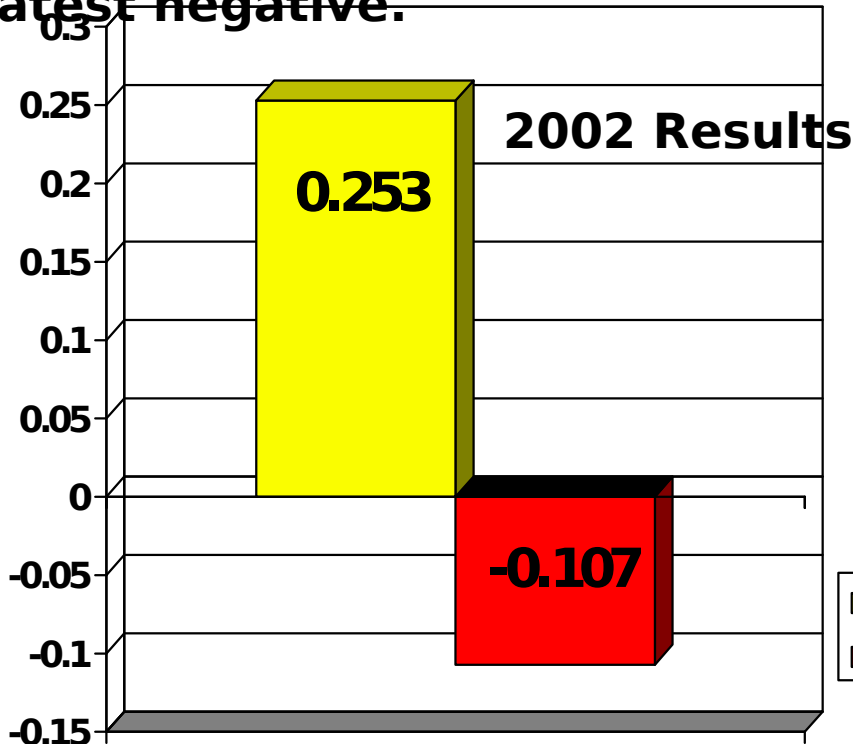
SEGMENT		ENLIST?
FIRST STRINGER	Might Be Interested in AROTC	Pearson Correlation
		<b>.009</b>
		Sig. (2-tailed)
		<b>.825</b>
		N
		<b>560</b>

# Summary of Enlisted Market

- ✓ **Marketing to the enlisted market on campus will not detract from the ROTC marketing efforts since the target market groups are do not overlap.**
- ✓ **Availability of enlisted market is very limited on many ROTC campuses, but is high in 2-year colleges and lower academic reputation 4-year colleges, especially those with commuter student populations.**
- ✓ **Although a large percentage of students have visited the Army website, the appeal seems to be more for 2-year college students, and students who considered enlistment.**
- ✓ **Recruiters talked to a substantial number of students but there was no relationship between knowledge of Army ROTC and talking with a recruiter. In fact, those who talked to recruiters were more likely to think that one must enlist in the Army to participate in Army ROTC**

# On-Campus Study - Pros and Cons

For all students, enhancement of civilian career is the greatest positive, while confusion with enlistment is the greatest negative.

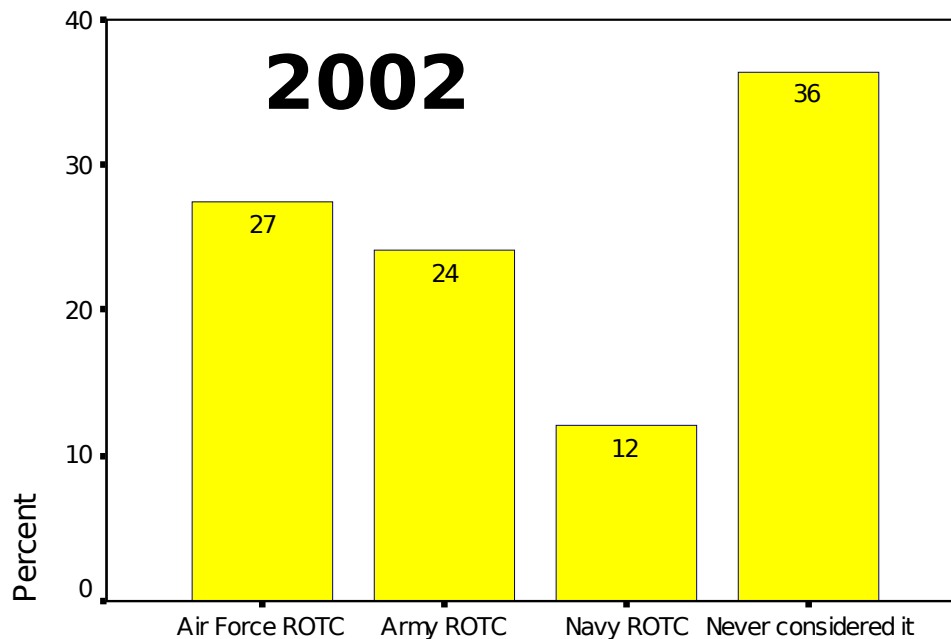


The positive impact of students believing that being an Army officer will in enhance a civilian career has doubled.  
The negative impact of confusion with enlistment has nearly doubled.

# What Students Might Consider

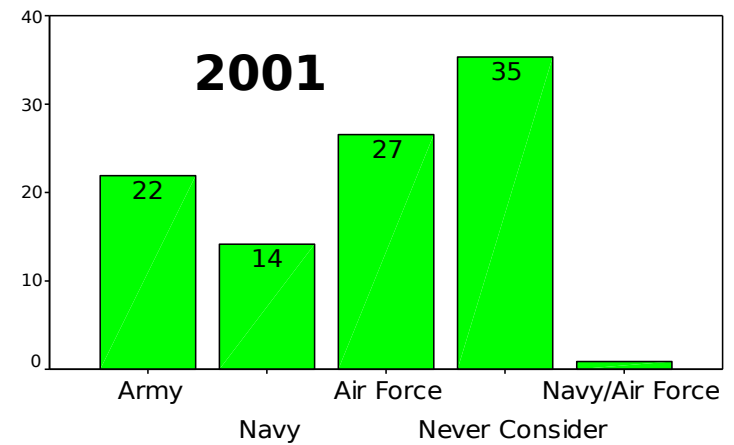
Army ROTC a Close Second to Air Force

If Students Were to Select an ROTC



If I had considered ROTC, I would

Have taken .....



**Air Force ROTC is still a preference, but Army ROTC has gained two points at the expense of Navy ROTC.**

# Other Studies

# NALC Study 2002

- ✓ Cadets at the National Advanced Leadership Course responded to questions on all branches concerning the following key issues:
  - 1 Promotion opportunities.
  - 2 Different assignments and jobs available within the branch.
  - 3 **Developing technical skills that are useful in future civilian occupation\***.
  - 4 Developing leadership skills that are useful in civilian life.
  - 5 The number of officers of my ethnicity at senior positions in the branch.
  - 6 **Adventure and fun in the job\***.
  - 7 Assignment locations.
  - 8 Management skills.
  - 9 Lower Operational Tempo (OPTEMPO)/ less time away from home.
- ✓ All cadets saw the different branches as having the same characteristics, e.g., Infantry was high in promotion potential and adventure, while Finance was high in technical skills applicable to a future civilian job.
- ✓ Most critical in the branch choice decision for African-Americans was technical skills (**in red**) while most critical

# **African-American Male Research**

- ✓ **Method: Qualitative and Quantitative. Interviews and Focus Groups, followed by surveys built on the results of the qualitative research.**
- ✓ **Hampton University is the major provider.**
- ✓ **Takes into consideration family influence, attitudes, perceptions and especially obstacles to Army ROTC, commissioning in the Army and branching combat arms.**
- ✓ **Gathers information from both high school students and college students.**
- ✓ **Will be used to tailor the message to African-American males on the value of being an Army officer and branching in the combat arms.**

# **African-American Male Research (cont)**

- ✓ **Thus far, high school SALs are indicating that they see the Army as a last resort if things do not work out in college (see Army as enlisting only).**
- ✓ **Little or no understanding of the difference between becoming an Army officer and enlisting in the Army.**
- ✓ **Parents continue to be the primary influencers on college decisions (primarily mom).**
- ✓ **Students stereotype combat arms and see no advantages to going into combat arms from a leadership development perspective.**
- ✓ **Students believe motivation for those in**

# Areas of Need

- ✓ **Assistance in modeling Academic Discipline Mix by institution, including branch needs, ethnicity, and how to increase commissions for students with significant math, engineering, science as well as nursing majors.**
- ✓ **A 2004 version of the On-Campus Study to include survey sampling at Louisville and University of Kentucky.**
- ✓ **Need to look at all research associated with minorities, especially African-American males and Hispanics.**
- ✓ **Optimization of recruiting force analysis as applies to Simultaneous Membership Program (SMP), Army ROTC, reserve component affiliation and enlisted college market.**